

# Staying, Leaving, and Returning

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<https://uepc.utah.edu/recent-work/k-12/teachers-leaders/>



THE UNIVERSITY OF UTAH  
UTAH EDUCATION  
POLICY CENTER

# UEPC Policy Work: Teachers



## TEACHER TURNOVER IN UTAH BETWEEN 2013-14 AND 2014-15

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Rui Yan, PhD  
Andrea K. Rorrer, PhD  
Allison Nicolson, MPP



## TEACHER RETENTION IN UTAH: EXPLORING 2011-12 SASS AND 2012-13 TFS SURVEY DATA

Yongmei Ni, PhD  
Huong Nguyen, PhD



## BEGINNING TEACHER TURNOVER IN UTAH BETWEEN 2008-09 AND 2014-15

Yongmei Ni, PhD  
Rui Yan, PhD



## WHY DO TEACHERS CHOOSE TEACHING AND REMAIN TEACHING?

Initial Results from the Educator Career and Pathway  
Survey (ECAPS) for Teachers

Yongmei Ni, PhD  
Andrea K. Rorrer, PhD

Policy report: Ni, Y. & Rorrer, A.K. (2018). *Why Do Teachers Choose Teaching  
results from the Educator Career and Pathway Survey (ECAPS) for Teachers.*  
Salt Lake City, UT.

### At First Glance: Teachers in Utah



In collaboration with Office of the Utah State Board of Education, the Utah Education Policy Center is exploring the topic of the teaching labor force in Utah through multiple data and research briefs. This first brief gives a general overview of the topic of teacher shortages and compiles existing data into one document to help policymakers and the public understand the issue.

Teacher shortages are typically understood to be an insufficient supply of potential teachers to meet the demands of a state, district, or school. Teacher shortages are impacted by demand issues such as growing student enrollment, teacher retirement, and teacher turnover, and supply issues such as the number of newly-trained teachers entering the profession. The causes of teacher shortages are complex, nuanced, and are impacted by factors such as teachers' working conditions, salary, and the perception of the profession.

#### Utah K-12 Public School Enrollment

Utah has enjoyed significant population growth as well as a diversification in its population. Between 2010 and 2015, Utah was the 5th fastest growing state. Utah's school age population is expected to continue to increase over the next 20 years, which translates to ever-increasing demand for teachers.



#### Teacher Shortages in Utah

It is difficult to quantify the exact number of a teacher shortage in Utah: teacher shortage data in Utah are not centrally collected currently. Nationally, research suggests that, for the most part, a widespread supply of teachers is not a perennial problem for most districts and schools. Instead, specific districts and schools may discover there are not enough qualified teachers at all subject areas and grade levels.

#### School District Survey

In Fall 2015, the Utah School Boards Association surveyed all 41 school districts, asking questions related to their teaching workforce. They received responses from 31 districts, representing almost 86% of the total student population in Utah, and almost 90% of the students enrolled in district schools.

Of the 31 districts that responded:

48%

The percentage that reported starting the school year without a certified teacher in every classroom.

90%

The percentage that reported the pool of qualified applicants has been shrinking.

Source: Utah School Boards Association Survey (2015)

### At A Glance: Teacher Turnover in Utah



#### Why is Teacher Turnover Important?

As the demand for teachers is ever-increasing with Utah's robust K-12 student enrollment, equipping every Utah classroom with highly-qualified and effective teachers remains a priority. Research has shown that teacher turnover is among the largest source for teacher shortages, especially for beginning teachers. In this series of reports, the Utah Education Policy Center (UEPC), in collaboration with the Utah State Board of Education (USBE), provides a closer look at teacher turnover.

- What are teacher turnover rates for Utah teachers, both overall and by various teacher and school characteristics?
- What are teacher turnover rates for Utah beginning teachers?
- What are the main reasons for Utah teachers to move schools or leave teaching altogether?

#### Related UEPC Publications

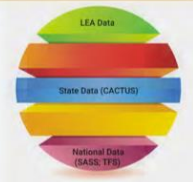
- At First Glance: Teachers in Utah
- Beginning Teacher Turnover in Utah Between 2008-09 and 2014-15
- Teacher Turnover in Utah Between 2013-14 and 2014-15
- Teacher Retention in Utah: Exploring 2011-12 SASS and 2012-13 TFS Survey Data

#### Definition of Turnover

Leaver	A teacher who stopped being a Utah classroom teacher, either by leaving teaching or leaving the Utah public education system.
Mover	<ul style="list-style-type: none"><li>Different LEA Transfer or Between-LEA Transfer: A teacher who moved from one LEA to a different LEA from one year to the next.</li><li>Same LEA Transfer or Within-LEA Transfer: A teacher who moved from one school to another school within an LEA from one year to the next.</li></ul>
Stop-Out	A teacher who started as teacher, did not teach for at least one year, and then returned to teach again.

#### Data Sources

LEA	Data Sources	Questions
State	Not used in this study Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS) database	Not used in this study Which teachers were moving or leaving in Utah?
National	Schools and Staffing Survey (SASS) Teacher Follow-up Survey (TFS)	Why did teachers move or leave?



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## Utah Educators

### Election Brief

The Kem C. Gardner Policy Institute in Spring 2016 convened focus groups to identify important issues in the 2016 election. Supporting and valuing the educator workforce was identified as an important topic. This Election Brief provides a concise analysis of many of the critical issues associated with Utah educators so that voters, candidates, and ultimately, elected officials can make informed decisions.

#### Summary

Educators are at the foundational core of all levels of education and a primary factor in student achievement. With a continuously increasing student population, Utah is experiencing growing demand for educators amidst widespread concern of an impending teacher shortage. It is critical to both recruit and retain highly-qualified individuals to lead our schools and classrooms. In order to be successful, educators must have access to a variety of support factors, which

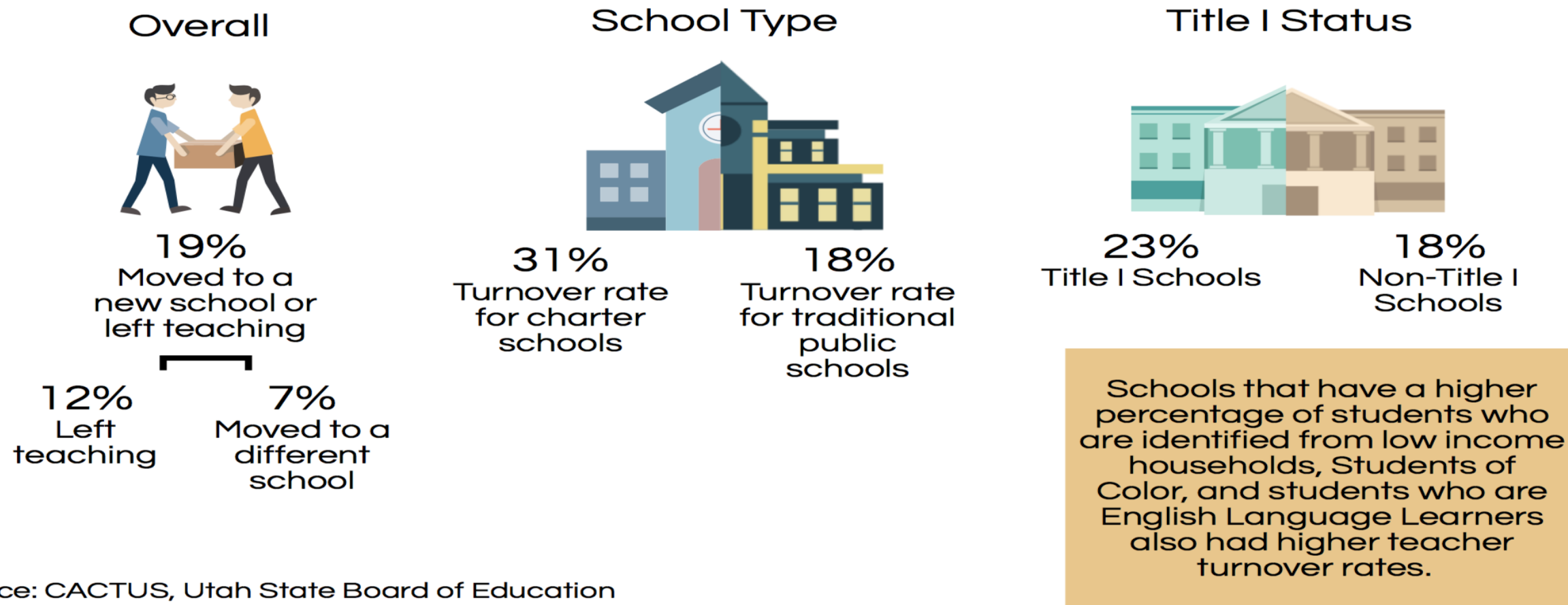
influence their satisfaction and retention. These supports include effective leadership at all levels, developing teachers through a robust induction program, meaningful mentoring, ongoing professional learning and opportunities for growth, manageable working conditions in schools, and compensation that is competitive with other professions. This election brief is a review of the importance of educators, the supports they need, and potential policy solutions.



A collaboration between the Kem C. Gardner  
Policy Institute, the Hinckley Institute of Politics,  
and the Utah Education Policy Center



# Utah Teacher Turnover Rates, All Teachers 2013-2014 and 2014-2015



# Utah Teacher Turnover by Characteristics, 2013-2014 and 2014-2015



TURNOVER  
rate similar for  
male and  
female



TURNOVER  
rate slightly  
higher for  
Persons of  
Color



TURNOVER  
rate highest  
among young  
teachers (25  
and younger)



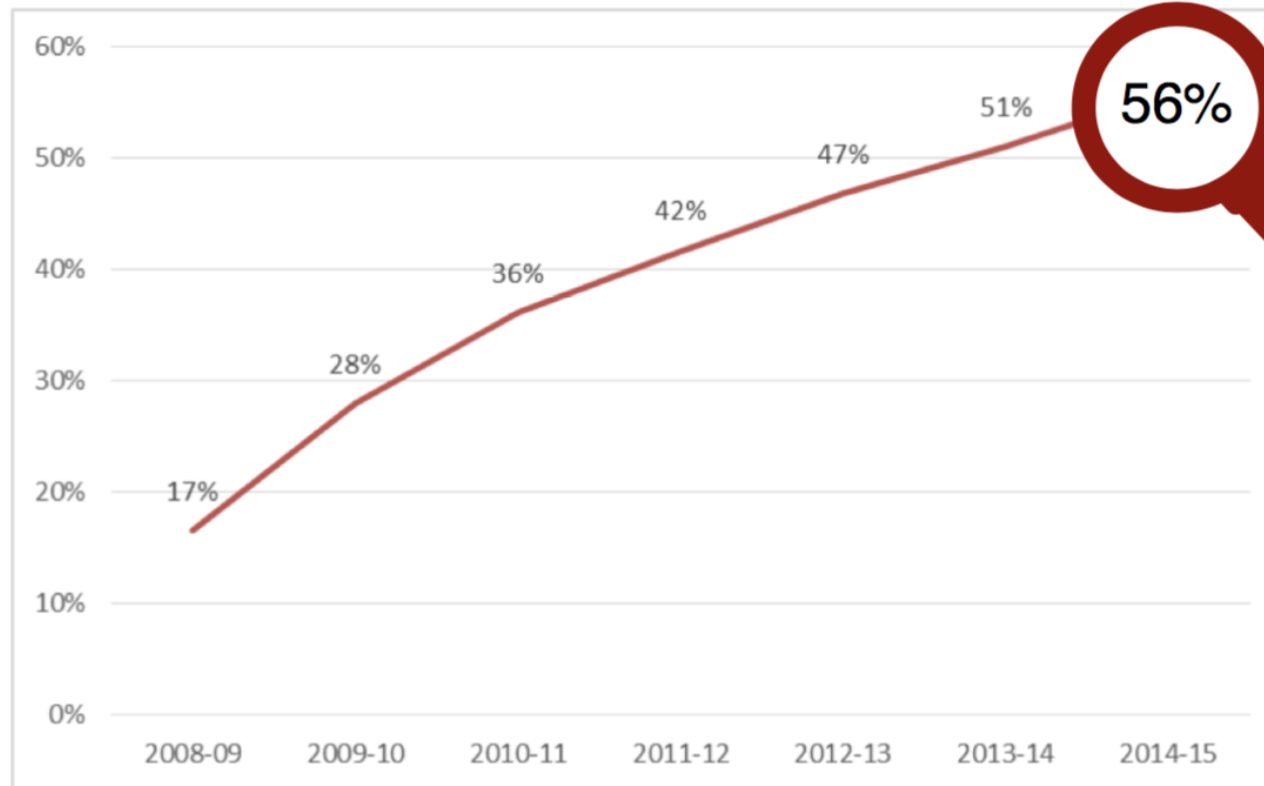
Special  
education  
teachers have  
higher rates of  
MOVING



Science teachers  
(secondary level)  
had the highest  
TURNOVER rates

# Utah Teacher Turnover Rates for Beginning Teachers, 2008 Cohort

Cumulative leaving rate of beginning teachers whose first year teaching was in the 2007-08 school year.



By 2014-15, 56% of the teachers who began in 2007-08 were no longer teaching in a Utah classroom

Source: CACTUS, Utah State Board of Education

# Leavers and Movers: Characteristics of 2008 Cohort of Beginning Teachers

Beginning teachers that leave at the highest rates:



Female



Persons  
of Color



Begin teaching  
at 25 years old or  
younger



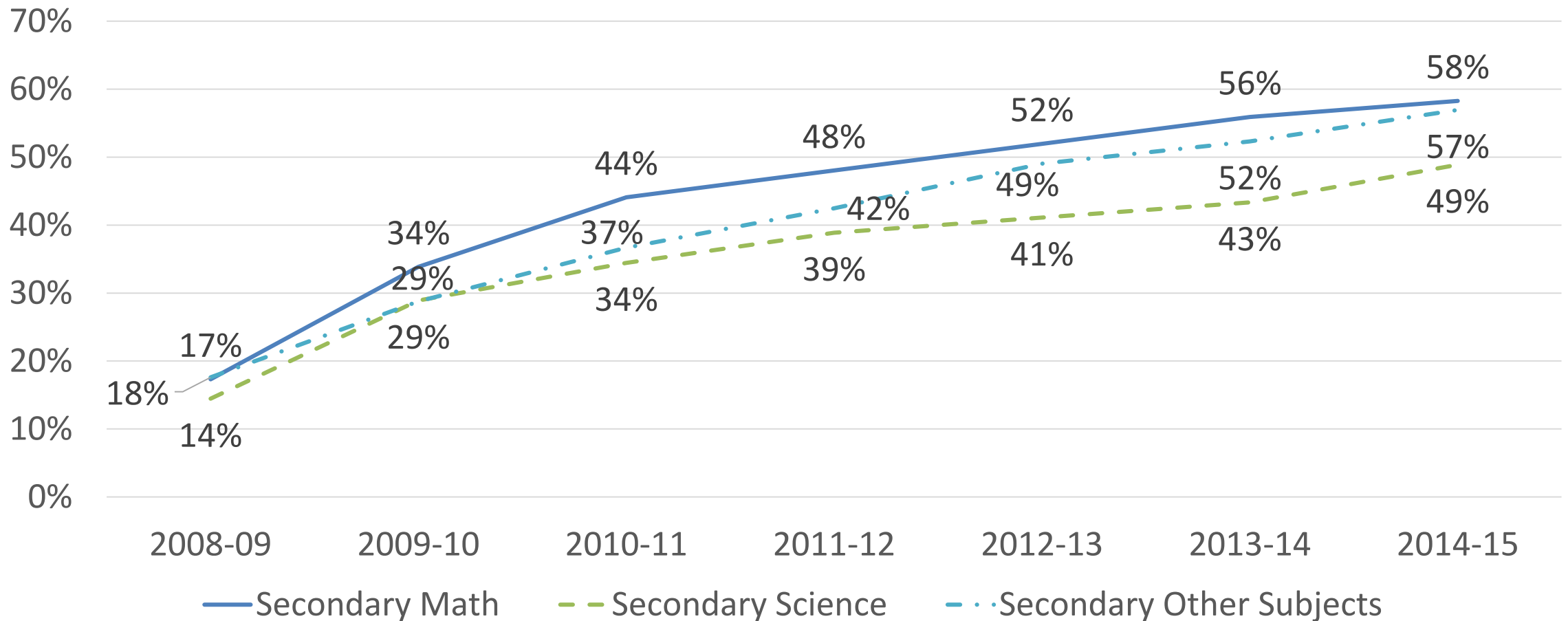
Special education beginning teachers  
had lower rates of leaving, but higher  
rates of moving to other schools.



# Who is More Likely to Leave or Move from Beginning Teacher Cohort?

Beginning teacher characteristics	Leave	Move (frequency)	Between-LEA move
Gender	Female	Male	Male
Race	Non-white	Similar	White
Age	Age <=25	26-29 and 30-39	<=25 and 26-29
Teaching assignment	General ed.	Special ed.	General ed.
Secondary teachers	Math and other subjects	Science and math	Math and science

# STEM: Secondary Science Teachers Had the Lowest Leaving Rates, 2008 Cohort





# 2008 Cohort: Where Did They Go

Of the beginning teachers who LEFT  
over the 8 year period:

93%

were no longer in the Utah public  
education system.

7%

moved into administrative or other  
specialist roles.

Of the beginning teachers who MOVED  
over the 8 year period:

62%

moved to a school within their  
LEA.

38%

moved to a different LEA school.

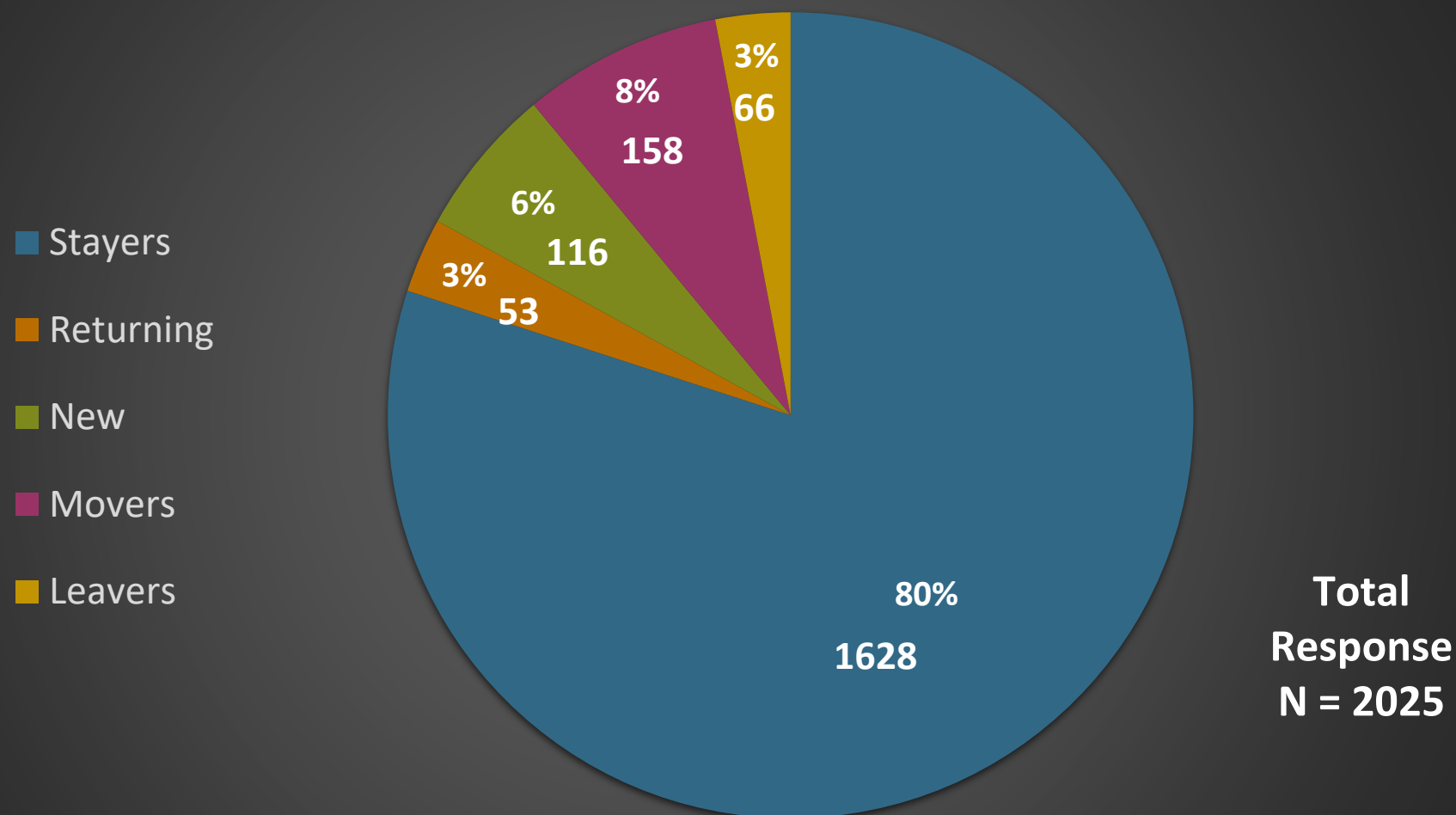
Of the beginning teachers during the 8  
year period:

8%

stopped teaching for at least a  
year and later returned.

# ECAPS Usable Response Rates

Another 1,356 teachers started responding but stopped at the question which requested the respondent last name and CACTUS ID.

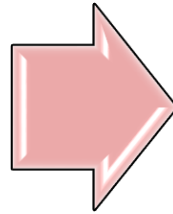


# Influential Factors in Becoming and Remaining a Teacher, ECAPS



## Top 5 Factors that Influence a Teacher's Decision to Become a Teacher

- Desire to make a worthwhile difference in lives of children
- Desire to contribute to greater societal good
- Summers off/Convenience of Annual Work Schedule
- Subject matter interest or expertise
- Experience working with children/young adults



## Top 5 Factors that Influence a Teacher's Decision to Remain a Teacher

- Desire to make a worthwhile difference in lives of children
- Summers off/Convenience of Annual Work Schedule
- Desire to contribute to greater societal good
- Subject matter interest or expertise
- Relationship with peers and colleagues

# Top 10 Very and Extremely Satisfied School Factors , ECAPS

*Table 2. Top 10 School Factors that Stayers, Movers, and Leavers identified as Very or Extremely Satisfied*

Rank	Stayers (n=1686)	%	Movers (n=151)	%	Leavers (n=64)	%
1	Colleagues	79	Colleagues	64	Intellectual challenge	72
2	Working relationships	74	Working relationships	57	Colleagues	71
3	How ethically I was treated	73	Autonomy over my classroom	54	Job security	70
4	Intellectual challenge	71	Intellectual challenge	51	Working relationships	69
5	Collaboration with colleagues	69	My job description or assignment	50	Collaboration with colleagues	62
6	My job description or assignment	69	Collaboration with colleagues	50	My job description or assignment	58
7	Autonomy over my classroom	68	Job security	49	Autonomy over my classroom	58
8	Expectations for my performance	64	Resources	49	How ethically I was treated	57
9	Job security	64	How ethically I was treated	42	Resources	54
10	Value and respect for me as a teacher	63	Protection of my teaching time	41	Expectations for my performance	51

Note: % means percentages of teachers who were very satisfied or extremely satisfied with a specific factor.



# Bottom 10 Satisfaction with School Factors, ECAPS

*Table 3. Bottom 10 School Factors that Stayers, Movers, and Leavers identified as Very or Extremely Satisfied*

Rank	Stayers (n=1686)	%	Movers (n=151)	%	Leavers (n=64)	%
1	Reform measures	14	My compensation, benefits, or rewards tied to the performance of my students	9	Reform measures	8
2	My compensation, benefits, or rewards tied to the performance of my students	17	Salary	14	My compensation, benefits, or rewards tied to the performance of my students	14
3	Impact of assessment/ accountability on my teaching curriculum	22	Reform measures	19	Support I received to prepare my students for assessments	16
4	Support I received to prepare my students for assessments	27	Support I received to prepare my students for assessments	22	Salary	19
5	Student assessments/school accountability measures	30	Student assessments/school accountability measures	25	My time commitment	21
6	Insurance benefits	30	Impact of assessment/ accountability on my teaching curriculum	27	Student assessments/school accountability measures	24
7	Salary	31	My time commitment	28	Impact of assessment/school on my teaching curriculum	25
8	Communication timelines and relevance	35	My influence on school policies	28	Insurance benefits	26
9	Parent engagement	36	Student discipline and behavior	29	Feedback and/or coaching on instruction to improve my teaching	29
10	Student discipline and behavior	37	Feedback and/or coaching on instruction to improve my teaching	32	My influence on school policies	29

# ECAPS: How long do you plan to remain in a position as a teacher?

	%	Response (N)
As long as I am able	34.0	562
Until I am eligible for retirement benefits from this job	19.2	317
Until a specific life event occurs	7.0	116
Undecided at this time	19.0	313
Until I get a promotion within education	5.9	97
Until I am eligible for Social Security benefits	4.0	66
Until I get a job within another field	2.7	44
Until my loans or debt are paid off	0.8	14
Until I am eligible for retirement benefits from a previous job	0.2	4
Other	7.1	118
Total	100.0	1651

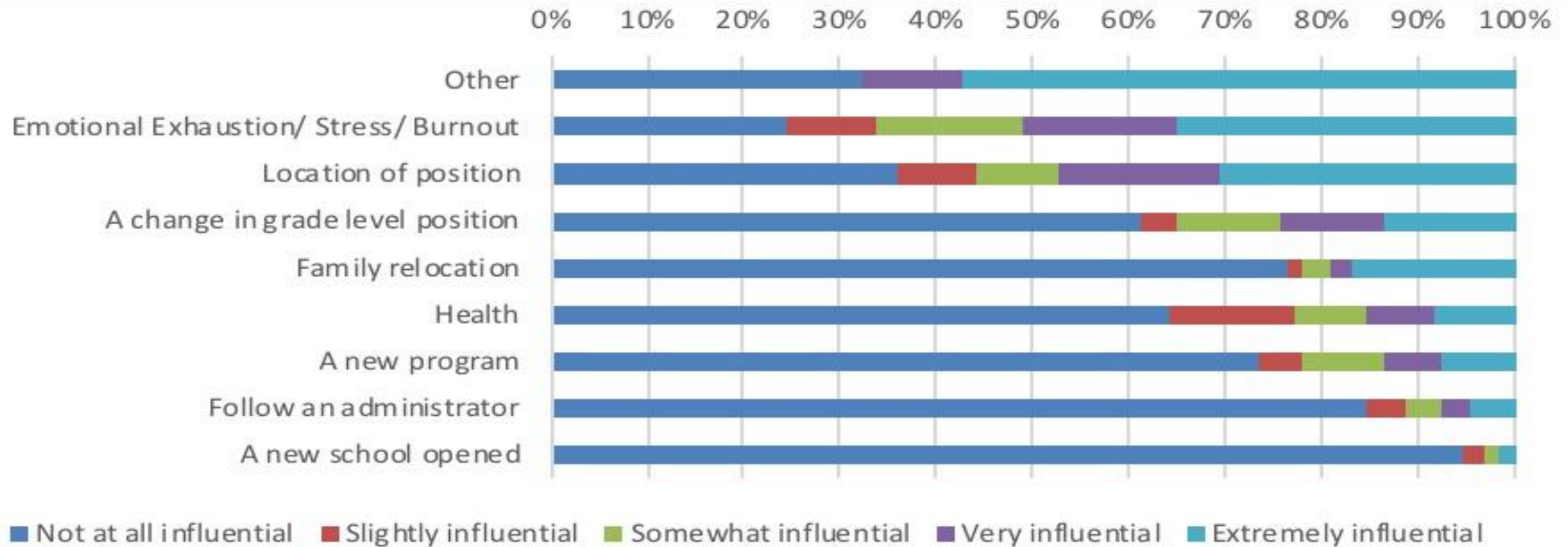


# Career Movement

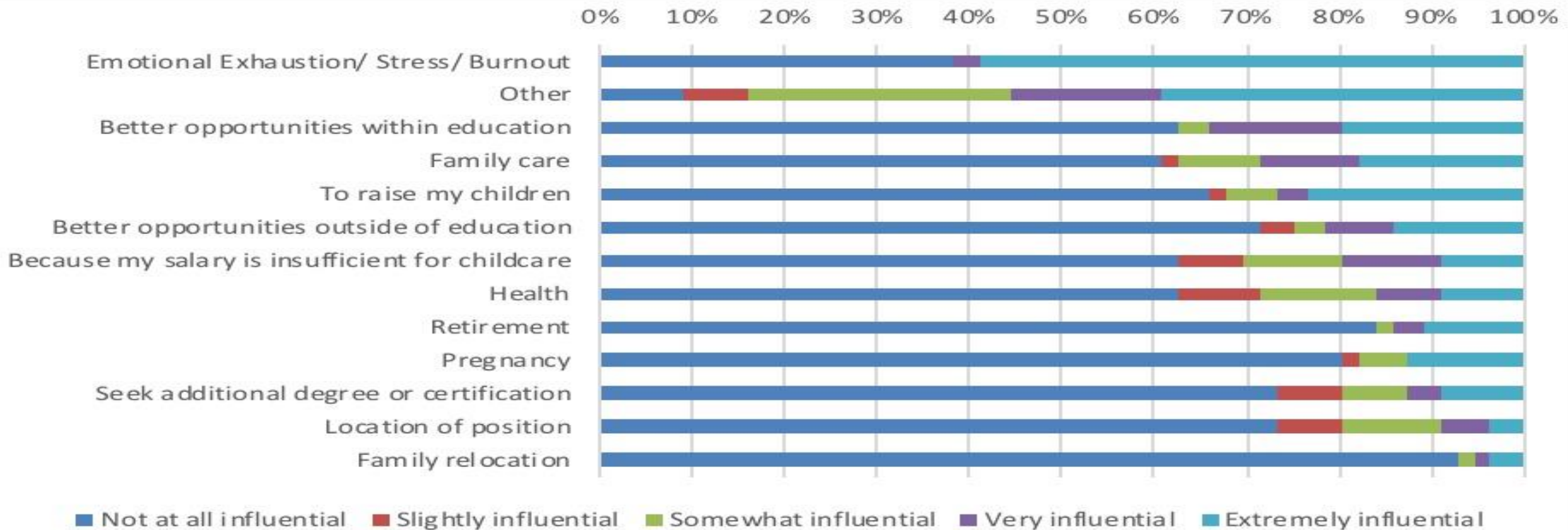
	Applied for another position in education	Applied for another position outside of education
Yes, in the past 12 months	15%	8%
Yes, but not in the past 12 months	25%	24%
No	60%	69%
Total (N)	1650	1650



# Most Influential Reasons for Moving



# Most Influential Reasons for Leaving



# Exploring Now

- Variations in responses of teachers by degree, experience, subject matter, and level
- Variations in responses of teachers by school characteristics (charter or not, location, Title I or not, school level)
- Analyze responses of open-ended questions in the survey
- Refine survey items (based on factor analysis) for future administration
- Utility of survey as employment entry and exit tool